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The Importance of Working with Dictionary in Learning Russian for other Language Groups

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ANNOTATION: The article discusses the optimal types of tasks and exercises that help students to effectively enrich their vocabulary in the Russian language textbook. In addition to the use of traditional types of vocabulary work, innovative ways to increase vocabulary that develop speech and broaden teachers' worldviews are also demonstrated.

KEY WORDS: dictionary work, new words, vocabulary, innovative methods, speech content, translation, phraseology.

INTRODUCTION

Dictionary work is important in the process of learning any language. Therefore, the linguist teacher should prioritize the issue of improving and enriching students 'vocabulary. Because vocabulary work is not an additional part of the lesson, but the basis of language learning. In vocabulary work, the reader must see, read, hear, and spell the new word correctly.

Because the process of language learning takes place through listening, reading, speaking and writing. There are many different ways to learn new words, but there are also important requirements for the process of learning a new word. Acquaintance with new words should not be a boring learning task for the student, but a fun, exciting one that is done with desire. When learning new words, the main focus is on:

1. Orthoepic (the word written on the board should be pronounced);
2. Lexical aspect (determining the meaning of a word);
3. Spelling (correct spelling);
4. In other words, it comes in context (a phrase or a sentence).

LITERATURE ANALYSIS AND METHODOLOGY

Pronouncing a word correctly depends on putting the emphasis correctly. This can be reinforced by orthoepic dictation, for example: *учИтельница, алфавИт, библиотЕка, водопровОд, диалОг, звонИть, каталОг* and others. Or the pronunciation of some consonants, for example: что - [што], чтобы- [штобы], его-[ево], моего -[маево], конечно - [канешна], скучно- [скушна] ва шунга ўхшаш.

The meaning of words can be determined by the method of creative dictation. Words are explained, students find and write the word itself, for example:

1. Краткая характеристика содержания книги, статьи или рукописи. (Аннотация);
2. Первая учѐная степень, приобретаемая за 4-5 лет обучения в вузе.(Бакалавр);

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3. Сборник слов с пояснениями, толкованиями или с переводом на другой язык. (Словарь);
4. Человек, занимающийся спортом. (Спортсмен);
5. Краткое изложение или краткая запись содержания чего-нибудь.(Конспект);
6. Устное изложение учебного предмета или какой-нибудь темы. (Лекция).

The meaning of some words depends on their spelling, for example: развевать (*флаг*)-развивать (*способность*); поласкать (*собаку*) – полоскать (*бельѐ*); сыновья (*матерей*) – сыны (*Родины*); зубы (*у человека, у животных*) – зубья (*на инструменте, на машине*) ва бошқалар.

A positive impression on the understanding of the word increases the interest in it and remains firmly in the memory. That is why it is necessary not only to reveal the lexical meaning of the word, but also to fill it with vital content. The reader should try to explain the meaning of the word using familiar situations. Problems arise in translating polysemous words that occur in the text. The reader who is unfamiliar with all the meanings of such words will surely have difficulty in translating. One word can come in several senses. Depending on the meaning of the sentence, it can be translated correctly by distinguishing which meaning it comes from.

For example: —*Часто"* Since the word is a plural word, it can have different meanings in sentences:

1. *Частые встречи. Часто ходить в театр*. in their words —часто‖ The word - repetition in a short period of time, if it often comes to mean, 2. *Частый лес. Частый гребень.* In the examples, the word —chasto‖ means close to each other (dense, thick).

Or *"Вам, высокой и стройной девушке, это платье пойдѐт"* – in the sentence, —poydѐt‖ - used in the sense of reconciliation. It is natural that the word be mistranslated because it does not know other meanings. —*Пойдѐт" - means to go, to fit, to be, to fit. In this case, if each is explained through examples, it will be more memorable and increase interest. There are many such examples.*

Writing new words on the board and briefly introducing them with two translations is tedious and ineffective. When you are familiar with these words, you need to reinforce them by making sentences with them and repeating them in a few lessons.

Increasing students 'vocabulary means enriching the content of the speech. This is done by "intensifying" the available reserve, not by increasing the number of words. (Understanding polysemy, word expression, use of synonyms, etc.) Of course, it is important to know the phraseology. Proper use of phrases in their place also enhances speech. In the process of introducing Russian phrases, it is more effective to use interesting methods, not limited to explaining their meaning. First of all, telling about the history of their origin is of great interest, broadens the worldview.

DISCUSSION AND RESULTS

For example, the history of the origin of the following phrases consists of small texts. The process of translating these texts is both interesting and broadens the worldview. You can also work with new words in the text, dictate the text, and recite:

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Рассмотрим примеры: «Тянуть канитель»

Вы, конечно, слышали это выражение, а, возможно, употребляли в собственной речи со значением — «медлить, делать что-либо очень долго».

А задумывались ли вы когда-нибудь над тем — что такое канитель и почему ее надо тянуть?

В старину медные, серебряные и золотые нити для церковных риз и офицерских эполет, а также и для вышивки по бархату изготовлялись вручную. Мастера нагревали до белого каления металл и осторожно вытягивали клещами тонкую проволоку, которая и называлась *канитель.*

«Колесо Фортуны»

Фортуна — в римской мифологии богиня слепого случая, счастья и несчастья. Она изображалась с повязкой на глазах, стоящей на шаре или колесе. Она держит в одной руке руль, а в другой — рог изобилия. Руль указывает на то, что Фортуна управляет судьбой человека, рог изобилия — на благополучие, изобилие, которое она может подарить.

Шар или колесо символизируют шаткость, ненадежность, постоянную изменчивость Фортуны. Выражение «колесо Фортуны» употребляется в значении: «случай, слепое счастье».

«Козел отпущения»

В Библии рассказывается о том, что у древних евреев существовал особого рода обряд. В день грехоотпущения первосвященник возлагал обе руки на голову живого козла. Это был знак возложения на козла всех грехов народа. Проклятый таким образом козел изгонялся в пустыню. Вполне понятно, что козлом отпущения называют человека, на которого сваливают чужую вину.

Ибора (фразеологизм)лар билан турли хил лингвистик ўйинлар ўтказиш мумкин, масалан:

«Четвертый лишний»

В каждом из столбцов найдите четвертый лишний фразеологизм; объясните, почему он «лишний», и составьте с ним по предложению.

1) хоть пруд пруди	2) во все лопатки,
кот наплакал,	сломя голову,
тьма-тьмущая,	черепашьим шагом,
яблоку негде упасть	в мгновенье ока
3) слово в слово	4) попасть впросак,
тютелька в тютельку,	попасть на седьмое небо,
вилами на воде писано,	попасть в переделку,
комар носа не подточит	попасть в переплет.

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«Составь пару»

Students will be given two types of cards. In one the phrases, in the other their meaning. From them, you will need to find pairs that match each other and form pairs, for example:

Рукой подать – очень близко; белая ворона – человек, отличающийся от других; держать верх – быть лучшим; черепашьим шагом – медленно; делать из мухи слона – преувеличивать; капля в море – очень мало, and others.

The following method can also be used to increase students' vocabulary:

At the beginning of the lesson, students play a word game. They choose a letter and find the words in advance. The first student says the word, the second student repeats the word the first student said and says his word. The third student repeats both words and says his word, thus continuing in a chain. The students in the first row return from the end forward. When the game is over, they write down the translation of the new words in the dictionary notebooks. This game not only increases vocabulary richness and improves pronunciation, but also strengthens memory.

CONCLUSION

In short, a well-organized vocabulary work in the classroom arouses interest in the language. Regular vocabulary work helps to increase students' vocabulary, enhances their speech, and, in general, helps them develop literacy skills. Regularly repeated words strengthen the memory and help to use it correctly in practice. The need to significantly improve the quality of communicative competence formed in the study of Russian as a foreign language requires the use of new technologies and teaching aids. In addition to the use of traditional types of dictionary work, the article discusses the need to improve the quality and effectiveness of education through the organization of lessons based on modern pedagogical technology, innovative methods.

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